ANNUAL CATALOGUE

OF

The Astoria International Business College

BUSINESS TRAINING

FOR

YOUNG MEN AND WOMEN

ANNUAL CATALOGUE

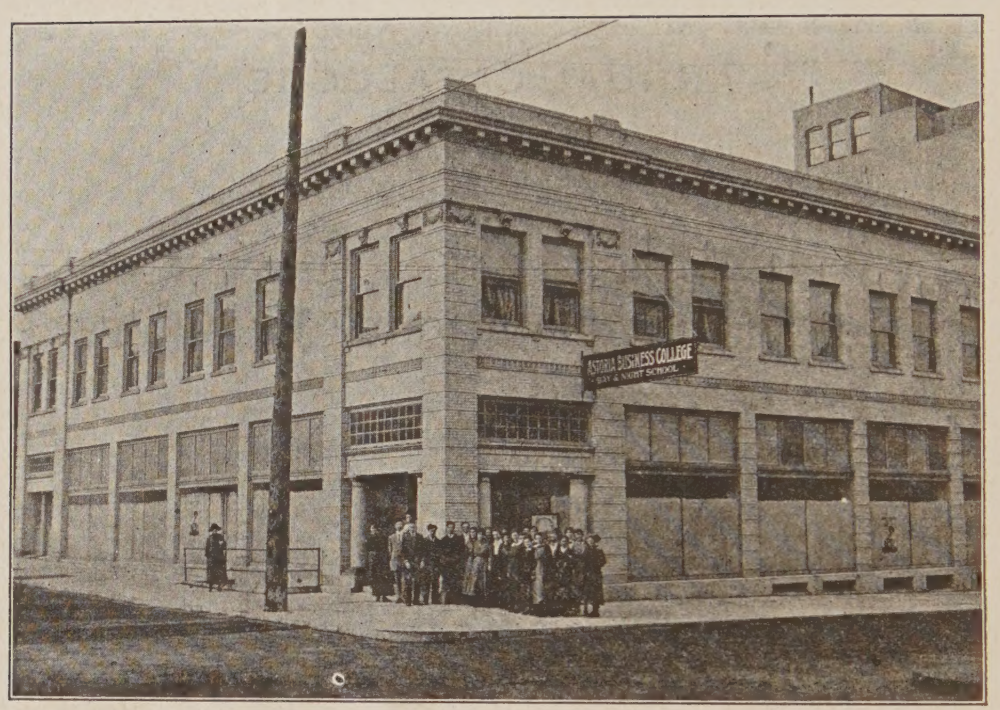
OF

The Astoria International Business College

"FORGET NOT IN THE MORNING TO TRIM THE LAMP OF LIFE,
AND AT EVENING TIME THERE SHALL BE LIGHT."

"NO STAR WAS EVER LOST THAT ONCE WAS SEEN
WE ALWAYS MAY BE WHAT WE MIGHT HAVE BEEN."

"BUSINESS IS WIDE ENOUGH AND BROAD ENOUGH FOR ALL GRADUATES."



ENTRANCE TO ASTORIA BUSINESS COLLEGE
(Ten Thousand Feet of Floor Space)

Foreword

This is the first year book of the Astoria Business College, an institution attracted to this most important, though not the largest city of Oregon, because of the unusual opportunity afforded for the establishment of an educational institution that must needs fill a large place in a section as cosmopolitan as New York or Washington; which section is destined, at an early day, to realize the dream of the great Astor, from whom it takes its name.

This incipient, embryo maritime metropolis of the Northwest **can not much longer be overlooked** by the great commercial interests of the world. "Here the Columbia, rivaling in majesty the Mississippi and the Amazon, and draining an empire vaster than all New England, New York, New Jersey, Pennsylvania, Maryland and Ohio, put together, pours its tremendous flood into earth's greatest ocean." Here is where "river, rail and ocean meet"; and as certain as the everlasting law of gravitation, is the certain, sure development of Astoria into a mighty commercial emporium.

Standing on an eminence overlooking the town, the writer was awed by the transcendent glory of the wonder-world upon which he gazed, and marveled at this unrivalled combination of scenic splendor, glorious climate and vast natural resources; being smartly impressed by the overwhelming evidence of the tremendous, though unutilized commercial and other possibilities of the city. The experience was the realization of a dream of paradise. Later investigation of the field in search of justification for the establishment of a Business College, disclosed the fact that the young people of Astoria in search of a school of business, must needs leave home to find it; that the business man in search of a stenographer, bookkeeper, billing, entry or shipping clerk, or office help of any kind, must go to Portland or elsewhere for trained help, involving delays, expense and vexation. Importing help from abroad for the better positions, means the **introduction of competition against the interests** of the local young people, many of whom cannot afford the expense of schooling away from home; and so the advantageous business opportunities, which should belong to the young men and women of Astoria, **were being taken away from them by strangers,** while all their parents were able to do for the home boys and girls was to send them out into common jobs that did not lead to anything worth while. Besides there are many ambitious foreigners, who never had an opportunity to secure an education, and who therefore would be glad for a chance to attend the day or evening sessions of an institution which made special provision for their needs.

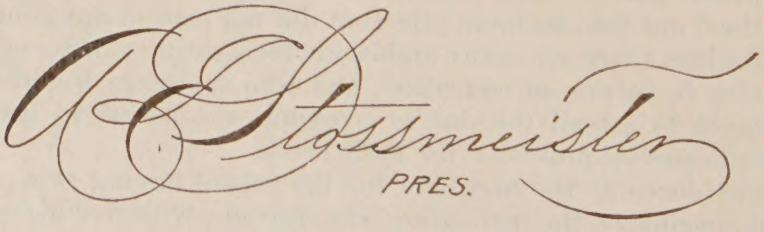
The evidence of the necessity for the school having proved abundant and conclusive, the institution was started—with five teachers and one student. The conditions for the school being right, proved a circumstance which did not nullify the conservatism of the public, nor set at rest its uncertainty concerning the character of the school itself. How-

ever, the solitary student brought us two more before the close of the day, and these three were besieged by inquirers, with the result that some twenty others enrolled for the evening school. The total number of students for the year was 143, the public having speedily become convinced of the excellence of the course of study, the right purposes of the management, and the **unquestionable ability of the instructors.**

If any hesitancy still lingers, on the ground that Astoria is not as large as some cities, and because of the supposition that the merit of an educational institution must needs be affected by the greater or the less population of its home city, it might be proper to consider that some of our greatest universities are located in small cities. Also that the President of the Astoria Business College has been a business educator since 1891; that he has been identified with the leading business schools in New York, Boston, Chicago, Cleveland, Detroit and other commercial centers; that he is a member of the National Business Educators' Association; that he has been a conspicuous figure at the National Conventions of that body, and is in touch with the very latest thought of the Profession.

Besides, the public should know that the many young people who have gone forth into positions of trust and responsibility from this school, are giving a good account of themselves, reflecting in their work the unmistakable thoroughness of the training they received.

We have had many young people from out of town and will have many more. Most of these are glad to buy their shoes, hats and clothes in Astoria, to have their teeth attended to, and they must live. Our out-of-town students have already spent thousands of dollars in Astoria. And the end is not yet. In fact, it is only a beginning. Many more thousands will be spent with local merchants by our students. The management has high ideals and great plans for the future. With the co-operation of the public, the school, which would already do credit to any city, will become noted as a worthy educational institution, and be a conspicuous factor in community advertising and development. The prospects for the coming term are excellent. The public is now uncritical. It approves without judgment. We have established our case. Besides, there is an unmistakable friendliness in the air, which is most gratifying, and which we shall ever strive to deserve.



"The education of the business man is as essential as the education of the professional man, and without a thorough and practical business education, he is like a ship at sea without compass or rudder." —Hon. Wm. T. Harris, U. S. Commissioner of Education.

Business Education

In his "Message to Garcia," Elbert Hubbard says:

"No man has endeavored to carry out an enterprise where many hands were needed, but has been well-nigh appalled at times at the imbecility of the average man—the inability or unwillingness to concentrate on a thing and do it * * * Slipshod inattention and dowdy indifference, and half-hearted work seemed the rule. * * * This incapacity for independent action, this moral stupidity, this infirmity of will, this unwillingness to cheerfully catch hold and lift, are the things that put pure socialism so far into the future."

To what is this absence of "gumption" due? Of what use is it to teach arithmetic, algebra, botany, zoology, trigonometry, ancient history, etc., if, at the end of six months after leaving school, the pupil should not be expected to possess any trace of preparation for life, beyond an invigorated sensorium and a stunted intelligence? Professor Gregory, in his book—"Better Schools"—says: "There is no education without self-activity. What we do for the child counts but little in comparison with what he does for himself."

The Business College lays hold on faculties higher than the memory. We believe that an educated man is one who is "onto his job," and that the man who has breadth of vision, loftiness of view, and can not do things, is a worthless member of society. Mr. Alderman says: "The old notion was that every traditional study is useful because—'it develops the mind.' On this ground algebra, grammar and Latin are defended to the last gasp, but it has now been discovered that the mind is just as well developed by studies which open the doors to industry and practical efficiency. The modern theory does not despise culture, but neither does it despise efficiency. It believes that both can be secured by framing a curriculum from the branches which are immediately useful in the practice of life."

The Business College recognizes the self-hood in the student; that the child—not knowledge—is power. In the well regulated business training school, the student learns **by doing**. While the time-honored machine methods of our other educational institutions escape everything resembling a close parental scrutiny, the majority of parents being listlessly content to shift their responsibility to the State and tradition. the Business College is in a very different case. **IT MUST MAKE GOOD**. If a student six months in attendance does not manifest a conspicuous rise in the scale of efficiency, self-organization, and a broad expanse of mental horizon; if he does not change from a listless to an alert person, with an unmistakable grasp on himself, the Business College can not establish its hold on a community. In order to exist, it must realize and meet this mysterious exceptional expectation on the part of the public, and, by doing so, demonstrate the correctness of its contention concerning the possibilities of intensive training under pres-

sure—which it does, proving most students to be possessed of great, untried capacity; and the students are themselves pleasantly surprised at what they accomplish under the stimulus of worthwhileness and interest, while pursuing a wisely devised course of study, which makes demand on their judgment, initiative and self-activity.

A man or woman without ambition is like a beautiful watch without a mainspring, a locomotive without steam, or like anything else that is inert and therefore useless. Why is it that the average man, as Professor James tells us, uses only a tenth of his brain power? "So much stall and hay for so much labor is the philosophy of the ox," and so he knows nothing but the yoke; and we humans have a great deal of the ox in us. When we leave school, we hunt a job. We get the job. Occasionally we change jobs, and all through life putter around in the scrap-heap of mediocrity. There is only one thing we can do in this world without preparation, and that is to go to Hades. A good effort of the will is all that lies between a drudge and a manager; between a job and a position; between wages and a salary, between a living and a life.

Young man, young woman, if you build a house, you have a plan, and you lay a foundation. When you build a career, do you ever think of either a plan or foundation? A man without a business education is without influence in the Twentieth Century. He is of as little account as an employe, absolutely useless as a manager, and a serious problem to those who befriend him.

It is the business man who dictates the financial policy of the great governments of the world, and who stands guard over the strong box in every country. **His judgment is supreme.**

A business education is a **useable** education. It can be hitched up to the Commissary Department "right off the bat." It will enable you to do things, win you recognition, invite and enable you to sustain promotion. It is a judgment developer of high order—a sure resource in the time of need. You will never find a business trained girl in want or a business trained boy among the wrecks and bums of great cities.

Whatever your reserve force it has no value unless you use it; just as the reserve of steam in a boiler is useless unless it is **pushed through the cylinders.**

Specializing

The history of the Twentieth Century will record that it marked the development of the specialist, if not his beginning. The tendency to specialize is now noticeable in all lines of activity. The "general physician" has been supplanted by the "specialist"—on the eye, the

"In my observation, extending over the work of sixty thousand employes of our company, I find the young person who enters business without going through a business college, enormously hampered in his progress in life."
—Chauncey Depew.

ear, the nose, the throat, the stomach, etc., etc. The general utility man, or jack-of-all-trades, has been expunged from the face of the earth by the increasing need and insistent demand for distinctive, characteristic efficiency. A serious attempt to meet the demand, resulted in the establishment of schools for mining, for electrical, mechanical and civil engineering, agricultural, dental and pharmacy colleges; schools of telegraphy, physical culture and dramatic art, veterinary schools, and very many others. These schools are doing away with long apprenticeships, and are giving us much better craftsmen.

The business school is the most effective agency that now exists for the preparation of young men and women for the work of the business world, and the young people who are trained for their work in advance, draw rings around and easily pass on the road, all those who are puttering in petty apprenticeships.

Among other things recorded of the twentieth century will be the marvelous growth of business, into the most important, by far, of all professions. Business has become the most honored, most powerful, and most profitable of all pursuits in life. It is only a brief space since the man of business was held in derision; with fine scorn it was said of him that he was "in trade." If any one should make such a scurrilous comment on "trade" today, he should be tapped for the simples. **Business is King.** The exquisite aristocracy that formerly scouted trade is now in it up to the eyebrows. Kings and Emperors enter the commercial field without damage to majesty.

When business came into its own, it took rank with the sciences, and to be mastered, it now needs to be studied systematically. The old "happy-go-lucky" style of conducting affairs is obsolete. Accountancy knowledge is to the business man what knowledge of navigation is to the mariner. He is not a safe navigator who does not at all times know his latitude and longitude, and he is not a safe business man who does not at all times know his debit and credit, his resources and liability, his loss and gain, and his capital or insolvency standing. This knowledge can not be inherited by any man, and his preparedness for its application **can not be measured** by his knowledge, however great, of science, language, history, psychology, law, or medicine; nor by his skill or adroitness in other lines, nor by his native ability or genius. **It is the special function of the reputable business school** to impart accountancy knowledge, the lack of which, the mercantile agencies tell us, is largely responsible for the high percentage of failures in the United States.

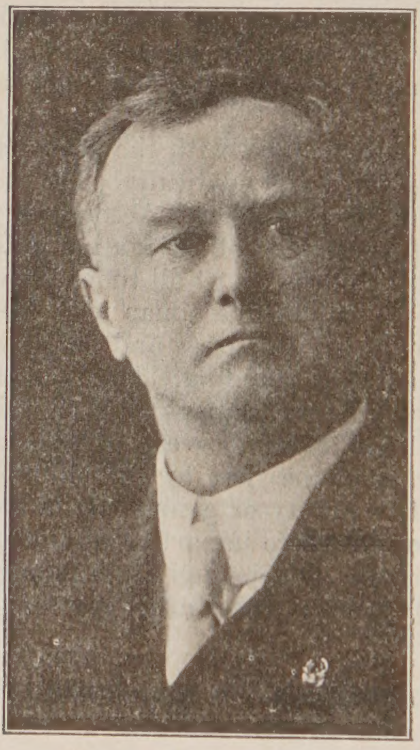
"No lady can have a better safeguard against adversities of fortune or a better resource in time of need than a knowledge of bookkeeping and business affairs."
—Harriet Beecher Stowe.

Faculty

The popularity of the Astoria Business College is largely due to the fact that the instructors are men and women of experience, splendid educational qualifications, as well as refinement; and who have demonstrated their integrity and enthusiasm in unmistakable degree.

Enthusiasm is the current which makes a live wire. Enthusiasm is contagious; without it even the ambitious student will not make the most of his opportunities.

In preparing young men and women for the most exacting demands of business, we realize that however strong and well devised our course of study; however elegant the equipment and excellent the provision for the comfort of students, all this, while vital, is not sufficient; enthusiastic teaching is the dominant, weightiest factor of a successful school. And so we have and ever shall exercise the greatest care in selecting teachers who possess this commanding qualification, which we think is largely responsible for the success of the scores of young people we sent into business our first year; into positions of trust and responsibility, where they "made good" the first hour.



MR. A. E. STOSSMEISTER
President and Manager
Business educator since 1891 in the largest eastern cities—New York,

MRS. A. E. STOSSMEISTER
Secretary
University of South Dakota 3 years; Graduate of Art Institute, Chicago, Ill.

Boston, Buffalo, Cleveland, Detroit, Chicago, Minneapolis and St. Paul. Prop. Indianapolis College of Commerce 1892-97, where there were often 400 students in daily attendance.

Lecturer on Salesmanship and Business Ethics; Instructor of Business Correspondence, Advertising, Etc.

M. M. WRIGHT

North Salem, Indiana High School. Central Normal College and Business Institute, Danville, Indiana. Asst. Mgr. and Prin. Com. Dept. Red Cloud Business College, Red Cloud, Nebr. Mgr. & Prin. Com. Dept., Hebron Bus. College, Hebron, Nebr. Post-Graduate course Higher Accounting under personal supervision of Enos Spencer and his special staff of experts, Louisville, Ky. Higher Accounting student of N. Y. University of Accounts. Student International Accounts Society, Detroit, Mich. Student Hamilton College of Law and American School of Law,

Taught in grades 4 years. Taught 5 years in East High School, Minneapolis. Frequent instructor at County Teachers' Institutes. Four years business college experience.

Substitute Instructor Shorthand department.

MISS J. GERTRUDE HULSE

Graduate Sabino High School, Sabino, O. Adrian College, Adian, Mich. Belles Lettres, 1892. B. Ph. (lacking 200 hours.) 7 years latin, extended course in science. Life certificate, Mich. State certificate, Wis. (expired) Life certificate, Oregon. Taught at Whitehall, Mich. High School, 1 year; Racine, Wis. High and Grades 3 years; Albany, Ore., Prin. High School and teacher 4 1-2 years. Astoria, Oregon, head of English Department 10 years. Astoria Business College 1 year.

Instructor of English.

Chicago, and LaSalle Extension University, Chicago. In charge of advanced department, Spencerian Commercial College, Louisville, Ky. In charge of advanced department of Holmes Business College, Portland, Ore. In charge of Commercial Dept. Astoria Business College. Professional penman. Teacher of Accounting, Penmanship and Commercial Law.

MISS GRACE McCLELLAN

Graduate of the Fairberry High School, Fairberry, Nebr. Graduate of the Nebraska School of Business. In charge of Commercial Department in the High School of Munising, Mich. Taught at Nebraska School of Business. Principal Shorthand Department Astoria Business College 1 year. Holds Gregg Teachers' certificate. Highly successful instructor of Gregg Shorthand.

MISS JOSEPHINE MICKELSON

Graduate from the Astoria Business College, Commercial Department. Had much experience in business positions before enrolling and after graduation; took post-graduate work here. Naturally capable young lady.

Will assist in the Commercial Department under supervision of the principal.

A more experienced or more capable faculty is not now teaching in any business school anywhere.

Parents

Who are interested in the intellectual growth of their children and who are anxious to send them out effective and thoroughly equipped young men and women, armed with experience instead of theories, may safely place them in charge of the Astoria Business College, where the object is *the true education* of pupils; where self mastery, self-reliance, self-esteem, are developed while students are engaged in materializing ideas—in carrying out plans—in **Doing Things**—as well as in learning how to think. Here you may see individuals rise in the scale of efficiency, developing intellectual ambition and an increasing thirst for knowledge. They learn that a "soft snap" is for a cipher; that a man who is not a cipher when he accepts a soft snap soon becomes one; they learn that efficiency grows by exercise and that power increases by use. High ability is a development, and the problem of the educator is to furnish stimulus for the self-activity of the student. This does not mean a dead lift of the memory in the accumulation of a miscellaneous jumble of useless facts, but the immediate, experimental schoolroom employment of such knowledge as has immediate availability in its application to the living world.

The thorough, practical training given in this school, enables a student to recognize, grasp and take advantage of his opportunities.

The initiated admit that returns are more dead sure in business these days than in any other vocation; that advancement is more rapid; opportunities more numerous and greater, and the ultimate rewards of more real value than the same ability, capacity and brains win at this hour in other lines of activity. Business has taken the foremost place among the callings that invite the ambitious in the twentieth century.

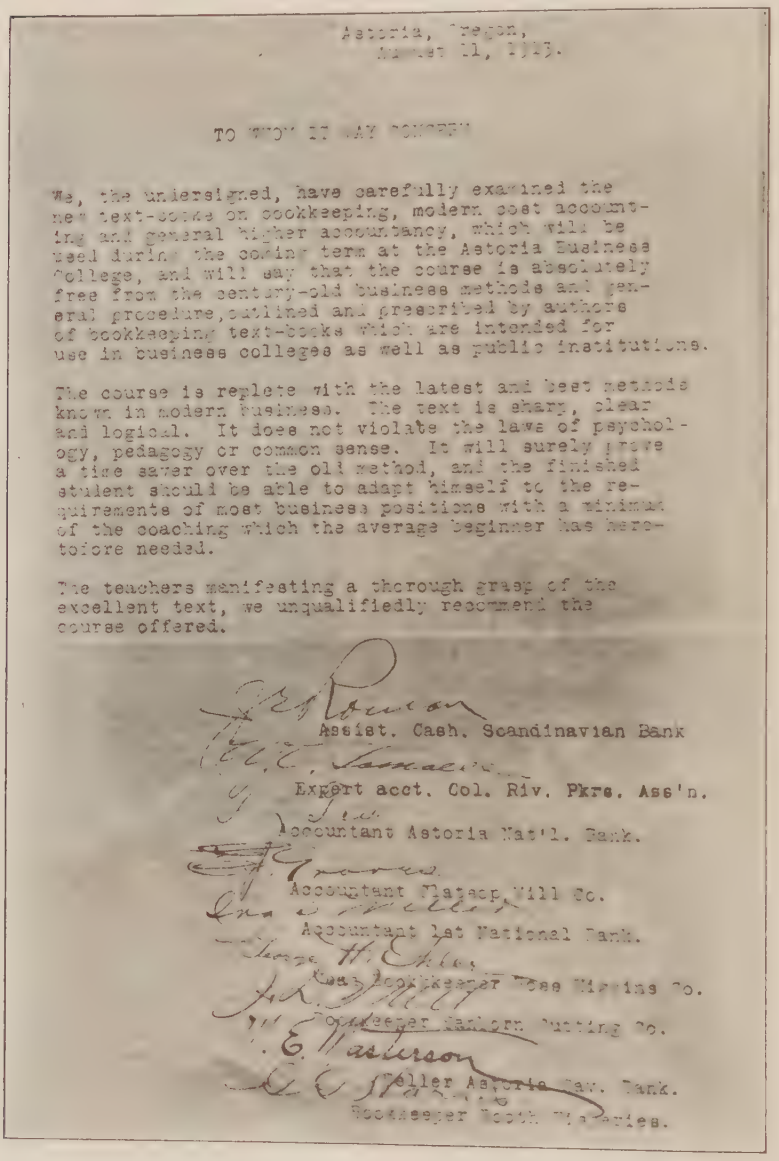
For those who enter the so-called "learned" professions, a complete training is required by law. For those who enter the profession of business there is no written law compelling preparation, but there is a higher law—the law of necessity, which demands it—and common sense indicates the wisdom of it—as an indispensable foundation condition of success.

Andrew Carnegie says: "I can confidently recommend to you the business career as one in which there is abundant room for the exercise of man's highest power, and of every good quality in human nature. I believe the career of the great merchant or banker, or captain of industry, to be favorable to the development of the powers of the mind, and to the ripening of the judgment upon a wide range of general subjects; to freedom from prejudice and the keeping of an open mind."

What can your boy or girl do? Have you provided them **safe anchorage**? Character goes overboard dangerously easy in an uneven struggle. Ability may go wrong sometimes, but ignorance, incapacity and helplessness are a perpetual curse.

"With business education more general, we may expect a better order of business men."
Lyman J. Gage, former Secretary of U. S. Treasury.

The following testimonial will prove that there is no need to leave Astoria, in order to secure the best business course offered anywhere.



Astoria, Oregon,
March 11, 1913.

TO WHOM IT MAY CONCERN:

We, the undersigned, have carefully examined the new text-books on bookkeeping, modern cost accounting and general higher accountancy, which will be used during the coming term at the Astoria Business College, and will say that the course is absolutely free from the century-old business methods and general procedure, outlined and prescribed by authors of bookkeeping text-books which are intended for use in business colleges as well as public institutions.

The course is replete with the latest and best methods known in modern business. The text is sharp, clear and logical. It does not violate the laws of psychology, pedagogy or common sense. It will surely prove a time saver over the old method, and the finished student should be able to adapt himself to the requirements of most business positions with a minimum of the coaching which the average beginner has heretofore needed.

The teachers manifesting a thorough grasp of the excellent text, we unqualifiedly recommend the course offered.

Asst. Cash. Scandinavian Bank

Expert acct. Col. Riv. Pkrs. Ass'n.

Accountant Astoria Nat'l. Bank.

Accountant Flavel Mill Co.

Accountant 1st National Bank.

Bookkeeper Rose Mfg. Co.

Bookkeeper Hanthorn Mutting Co.

Teller Astoria Sav. Bank.

Bookkeeper Booth Packing.

"It is the crowning excellence of your business college course, that it introduces young men directly to the practical application of the attainment they have made, and instead of losing the stimulus to effort it is then made stronger than ever before. If the future business men of the city could all receive the training which our business colleges afford, our future city would be truly great." —W. H. Wells, when Superintendent of Public Schools of Chicago.

Outline of the Course of Study

Business Department

A man who attempts to conduct business without a knowledge of accountancy, builds his home in the sand. Ask any credit man—Bradstreet, Dun, or any of the others—and they will tell you that it is not lack of money, or other resources, or opportunity, that causes so many failures, but that it is due to lack of business training. Don't pass this statement by flippantly. It is worth weighing carefully. We are fast becoming a nation of serfs and janitors, largely because of our indifference in youth. Among the thousands who today live in penury and want, stamped with the blot of failure, there are very few who, at some time or other, did not have a superabundance of assurance. Their confidence availed them nothing against trained competitors, however. They learned **too late** that there is safety only in that dependable confidence which is born of training and preparedness; that out-braving the self-evident, and snapping their fingers in the face of caution, has not **contributed to their success.**

Now you want to succeed, don't you? Of course. Do you suppose for one minute that you can win in business or any other line more easily, or just as easy, without a business education as with it? If you think this, take yourself in hand right now, for you are on the brink of unwisdom and don't know it. Of course all this does not apply to you if you don't want to be "bothered"; if you can be happy selling your muscle—belonging to somebody else—a piece of mechanism used by the other fellow in furthering his scheme, to be dropped when through with. But if you want to be the executive head of a business, hold down a manager's chair or work in some capacity above common drudgery, you must study and prepare for it. If you want to get ahead, you will find our broader business training will give speed to your stride; will save you at least ten years of puttering. Mr. Schell says it would have saved him twenty-five. To save time is to lengthen life. The course presented here is the crystallized experience of all business men. No one man can sanely hope to **cover alone** the field **explored by millions.** A hundred thousand men are constantly studying methods that eliminate the cumbersome. When they make a discovery in our field, they give it to the world, and we reflect it in our course of study.

For many years the attempt was made, and is still being made, to teach accounts and their proper debit and credit, **by using the journal as the medium** for recording transactions, and indicating the names of the accounts that should be debited or credited. Now every bookkeeper knows that the journal is the least used book in a set, and is **never used except for such entries as do not properly belong to other books.** Yet right at the beginning the student was and is taught to record **all** transactions in the journal. No business man would now consider journal-

"There is something in Commercial College training that reaches far below the surface of mere bookkeeping and business forms."

izing such entries as cash receipts, payments, purchases, sales, etc., for one moment; yet for years there has been deliberate teaching of beginning students to enter all these transactions in the journal, which a little later they are told do not belong to the journal, but to other books under different names, involving totally different forms of entry. This is only one of the pedagogical sins. A graver one is to expect students to determine the debits and credits arising from a particular transaction **before they have been taught to analyze and classify that transaction.** You will find a decided departure from this procedure at the Astoria Business College. This school, being abreast of the times, does not thus violate the principles of psychology, pedagogy, and common sense.

According to practical procedure, a bookkeeper, when he makes an entry for a bill of goods purchased, for an order of goods sold, or for cash received or for cash paid, should not be concerned at the time with the debit to purchases, the credit to sales, or the debit or credit to cash, as the case may be, but his mind should be centered upon the one question that he has to determine: **who** is to be debited or **who** is to be credited. He should know that when he classifies transactions by entering them in the books to which they properly belong, it **automatically debits or credits the proper account** at the end of the month, as shown in the footings of the different books of entry. Without more elaborate detail, it will be seen that the proper classification of accounts in the beginning, and recording them in the **proper books** of entry, greatly **simplifies the mental processes of the student,** saving a vast amount of time over the old journalizing method, which is still in vogue in the majority of private as well as public educational institutions.

The method employed here prevents the common **waste of time,** which is not infrequently from six to ten weeks in commercial schools, and from a half to one year in commercial courses in high schools.

Our system is a substantial contribution to better instruction and a great time saver; it is sensible, satisfactory, pedagogical, and sound.

You will see from this, the advantage of a course presented by those in touch with the latest thought of the hour; and how you can avoid being mired in the ruts of any one business or office, and escape the danger of pitting your individual experience against the joint experience of the multitude. Where is the advantage of groping in the dark, when you may have light for the asking?

The Astoria Business College is most likely the only school in Oregon in which a comprehensive course in **Cost Accounting** can be had, in addition to general higher accountancy, as well as bookkeeping. If you want some real, expert coaching, we will hear from you.

In our actual business department, we have the finest bank and office fixtures west of Chicago.

"Could I, when young, have had a course of practical instruction, I do not hesitate to say that it would have been worth twenty-five years of business life to me."

—Augustus Schell.

Arithmetic

Arithmetic is one of the essential branches of the business course. The drills are sharp, snappy and effective. Business college methods are needed much in teaching arithmetic, in order to get results in the short time a student attends. We devote our attention to the arithmetic of commerce, and to secure facility, we emphasize short methods, contractions, quick mental computations, giving special consideration to interest, percentage, discount, partial payments, averaging accounts, etc., etc.

The office man must be able to work rapidly and accurately. While ninety-eight per cent is good in schools, it is very bad in business. We have many short methods that are not taught in the public schools—methods that have their foundation in reason and get results quickly.

A brief outline will serve to illustrate.

In the study of percentage the object is to have the student recognize the different quantities—base, rate, percentage, to find an unknown quantity from the known. Profit and loss. The application of the principles of percentage to problems of this kind that arise in business; as they occur in the commission business to discover prime cost, other charges, gross cost, gross proceeds, net proceeds, etc. A further application of the principles of percentage are shown in trade discounts, insurance, interest, bank discount, equation of payments, exchange—foreign and domestic—stocks and bonds, duties and customs, taxes, partnership settlements, etc.

Commercial Law

The Astoria Business College will never advise anyone to enter into important deals without consulting a capable attorney. Business men frequently sustain heavy losses, however, as well as suffer through delays and vexations, because they are unfamiliar with the laws and usage governing ordinary, simple transactions. You can not afford to be helpless because a lawyer is not on the spot **all the time.** All young business men, bookkeepers and stenographers whom we talk with concerning the subject, after they have been out of school a year or two, invariably tell us they wished they had given more consideration to Commercial Law while at school. They simply can not get along without it in their work. It is one subject that everybody should at least be on fair speaking terms with.

Every business man should be able to draw up the various legal documents pertaining to his business, and should at least know the law governing contracts and negotiable paper.

The course will be presented here by one of the faculty, and in a

"There is one important element in the organization of Business Colleges which gives them an important advantage over our public schools and academies. They are always regarded by the student as a means and not as an end. They connect directly with something to follow; whereas an education at the public school or academy is too often regarded as an end, having no definite connection with anything beyond."

series of lectures by local attorneys. In addition to the above subjects there will be included in the course the laws governing partnerships, corporations, guaranty and surety, chattels, liens, leases, mortgages, payment, legal tender, interest and usury, bailment, affreightment, inheritance, life, fire and marine insurance, real estate conveyances, agency, etc.

Provision will be made for all students to take this course in connection with their other work. They will be given problems involving the practical use of business forms, such as promissory notes, bills of exchange, checks, certified checks, the various kinds of endorsement, due bills, certificates of deposit, bills of lading, etc.

The Law of Commercial paper covering acceptance **supra protest,** payment **supra protest,** negotiation and endorsement, presentment, notice of dishonor, overdue paper and lost or destroyed paper.

The discussion of contracts embraces consideration, competency and incompetency of parties including contracts by minors and by married women, etc., etc.

The **kinds of contracts** discussed are those principally incident to business, such as contracts by mail and by telegraph; contracts of sale of real estate and of personal property; of warranty stoppage in **transitu;** guaranty, suretyship, liens, bailment, agency, fire and life insurance, etc.

Defences to Contracts. Incidents are furnished showing the application of the statute of frauds, the statute of limitations, tender, set-off, payment, performance, etc.

Real Estate. The student is taught the law of real estate, the law of landlord and tenant, mortgages, the descent and distribution of property, etc.

Corporations. There will be given a general outline of the corporation acts of Oregon and other states.

Bankruptcy and Insolvency. General outline of the National Bankruptcy Act and the Insolvency Act of Oregon.

Penmanship

Does your eye need training? Do most eyes fail to convey a perfect picture even when apparently normal? Do four out of five "perfectly good, emmetropic eyes" see things that are not? Be this as it may, it is one freaky fact that eight out of every ten people looking straight at the writer's name—Stossmeister—read it Strawmaster, Strossmeister, or Strossmaster. Their hypothetical normal vision seems only a rough guess. That this sight aberration is general, oculists, physicians and scientists know. The peoples' eye-sight "scatters." This

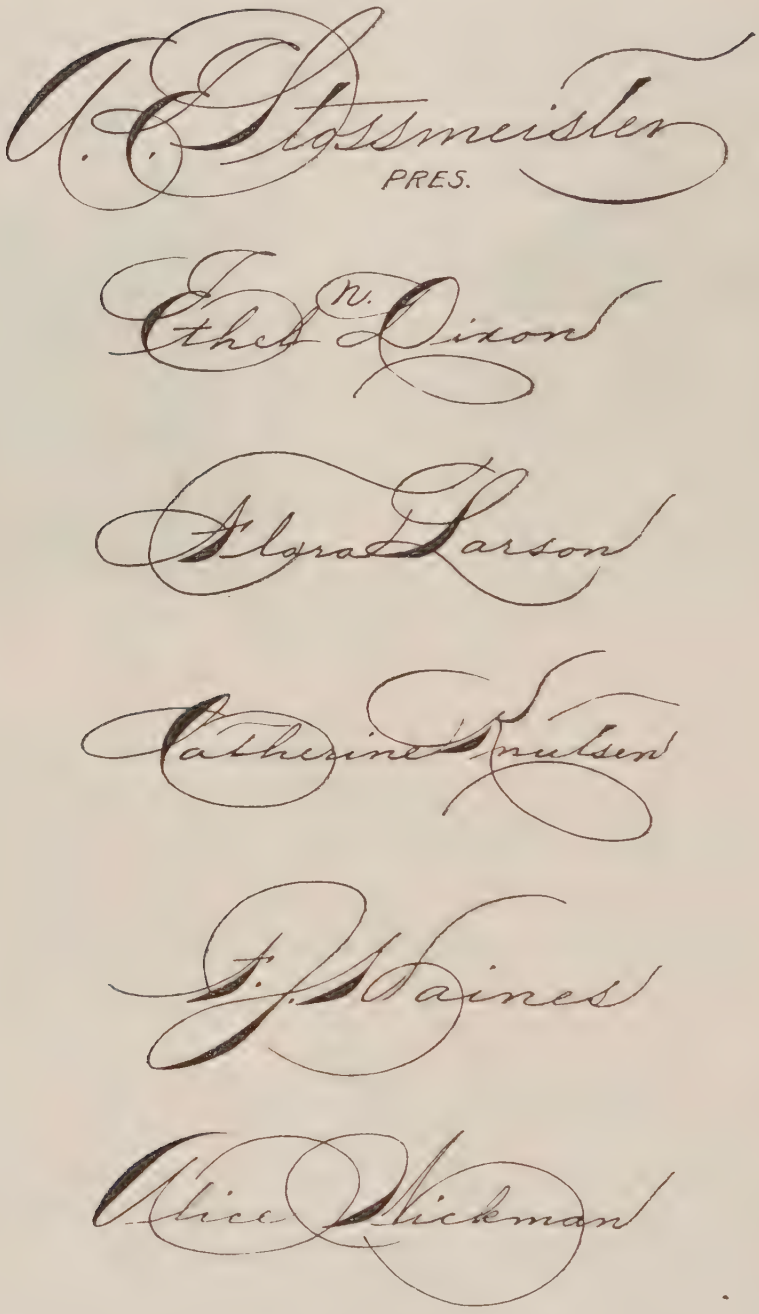
"The best advice I can offer is for every young man to attend some first-class commercial school. No matter what it costs, it will be the best investment he can make."
—Chancellor Kent.

ILLUSTRATING CORRECT WRITING POSITION

Do things when you have the opportunity, but make the opportunity when it ought to be. Night comes that a man may close his eyes upon the days mistakes.

PLAIN BUSINESS PENMANSHIP AS TAUGHT IN THIS SCHOOL

ORNAMENTAL CAPITALS



ORNAMENTAL SIGNATURES BY OUR INSTRUCTOR
OF PENMANSHIP

"Business is growing so rapidly, and business requirements are advancing at such a rate, that the commercial school is more of a necessity than ever before. There is scant opportunity for the young man or woman to receive business training except in a business school."
—The Office, New York.

is one of the reasons for much of the bad spelling and poor writing in the world. Imperfect impressions are conveyed by eye and ear. Perhaps it is only a slipshod mental effort. Whatever it is, you ought to get it out of your system, label it "errata," and relegate it beyond the border-line of chaos. Order in part of your mechanism has a correcting influence on the rest of you. Painstaking effort in drawing, painting, writing, means the search for truth and beauty; the elimination of thought error and inharmony, and the renovation of neglected, moss-covered mental fences. Everybody admires good writing. It is prima facie evidence of a number of valuable qualities of the mind, such as a discriminating taste, carefulness, application, and perseverence. Besides it has an undeniable, great commercial value, everywhere. Nine out of ten replies to advertisements make a bee-line for the waste-basket, after the prospective employer has "shied a slant" at the writing. Your inability to write well on checks, notes, drafts, bills of lading, mortgages, insurance policies, and all other commercial papers is a vexatious annoyance to all concerned. It excites disrelish in the customer and advertises one serious weakness in the house you work for, if, indeed, you ever work on books or papers for any house while your writing is indifferent. Now the question arises, can you learn to write well?

It is really a very simple matter here. The fault in your poor writing is most likely not really yours, but the so-called "method" of teaching is to blame. The copy-book is responsible for much of it. The vertical fad did not improve matters. When a thousand business men in Chicago memorialized the Board of Eduction, and backed up with their signatures their written statement that they would not employ another boy or girl who used the vertical style of writing, this humorous but harmful vagary lost its power for mischief in that city.

All you need in order to become a good penman is a systematic drill in forearm movement, followed by wisely prescribed practice in the proper formation of letters. You must receive true, sound instruction, from those who know how to give it, instead of the hit and miss quackery which is the best the state is often able to supply in spite of the drag-net it employs to land the needed specialists. The trained instructors are not available in anything like sufficient numbers. This simplifies the mystery. Under the guidance of our expert instructors, unhandsome scrawls soon change to graceful, pleasing lines, and you will learn to write well tho you write rapidly, and write long without fatigue. There is no excuse whatever for failures.

Correspondence

About ninety per cent of the business of the world is done by correspondence. Over fifteen billion letters passed through the U. S. mail

"Business schools are a great source of strength to the youth of the country, and I hope they will increase and multiply until all American men and women receive, at the outset of their career, an education that will enable them to grapple successfully with the business problems of life."
—Hon. Leonard Swett.

last year. The letter is the modern weapon of business. Up to within a few hundred years ago practically all trade was cash. Until late in the 19th century most business was done by personal word. Now only 7 per cent of trade is cash, while the bulk of business is done by letter, which has developed into the most powerful tool of the modern business man. There is practically nothing that a letter will not do for you. The letter tremendously multiplies you; your time, your power, your influence. You can talk to a hundred thousand people by letter in the same time consumed in a personal talk to three or four. Volumes have recently been written demonstrating the letter's adaptability to every phase and variety of business. There probably is not a man in the city who could not increase his sales and build bigger business by the judicious use of the postage stamp. Real stories are told about actual results achieved through letters, that make the most wonderful romance seem tame in comparison.

We can but touch upon the subject briefly in this article. Simultaneously with the increasing importance of the letter comes the charge that letter writing is in its infancy. Like a placer miner or the man who skims over his farm possibilities with surface work, the temptation to skim the surface in business quickly, has evolved a disregard for charm and style which is responsible for the absence of power in many letters. When men wrote letters by hand they exercised care and took time. Alexander Hamilton said: "The choice of words requires the greatest faculty of the human mind—selection." The hurry-up letter sacrifices choice of words to speed. Millions of this type never hit the mark, and though they land occasional customers, often unreachable otherwise, there is a tremendous loss occasioned by disregard of the power that lies in careful composition and strategy of statement.

In teaching Correspondence the most conspicuous weakness we discover is the students' use of words. We seldom find Hawthorne's "charm that lurks in a syllable" or Lawson's "chunk English." Unnecessary, useless words, thrown together like hay with a pitch-fork, either absurdly punctuated or not at all—the students' first letters are a dizzy ramble lacking in force or directness. In looking over a bunch of letters, one is almost forced to believe that composition has become a lost art. Nor does it seem to matter much how many "units" or "credits" the student comes to school with. There is an occasional, most pleasing exception.

Ask your boy and girl to write you a letter setting forth the merits of so simple a thing as an ice-chest; one of the double-door, white enameled refrigerators. Have them state size, inside and out, provision for circulation, facilities for cleaning, cost, discount for cash, and guarantee. If the letter does not cause you to question the serviceableness of their grammar, rhetoric and syntax, as well as their faculty of selection, it will be because you have very unusual children; young people who

have literary instinct and discrimination, far out of the ordinary. It is not our function to locate responsibility for faulty composition, erratic punctuation, poor writing and wretched spelling. Our business is to apply the remedy, and in presenting this important subject we purpose to set a high standard. If the choice of words exercises the highest faculty of the human mind, let us make the most of it. Exercise of the memory—a minor faculty—must not take precedence over the faculty of "selection," if we hope to get the best results; if we want to send out young people as stenographers who will not transcribe "purple horse" for purple hose; who can tell a semicolon from a handsaw, and who realize the vital importance of "delivering the goods"—the **day they go to work.** The correspondence classes will be conducted this term by Mr. A. E. Stossmeister and Miss J. G. Hulse.

Spelling

Dr. Bruce Payne, of the University of Virginia, after fourteen years' experience, is convinced that spelling is a much more difficult subject than it is usually regarded; that students of high school training misspell a very large number of very common words, and that the study of difficult or unusual words does not necessarily help one in the spelling of common words. He believes that it is far better to find out as nearly as possible what the students' frequent errors are and restrict their study to these, rather than follow the common practice of forcing them through long lists of difficult words rarely used, in order to familiarize them with a few they frequently misspell. Professor Wm. T. Foster, of Bowdoin College, states that over 25 per cent of the students can not spell such common words as licorice, existence, recommend, descendent, sieve, annulled, villain. He reports further that 50 per cent failed on accommodate, occurrence, stationary, referred, rhythm. An analysis of the test made at Bowdoin disclosed the fact that these spellers represent 140 preparatory schools in fifteen states. From 465 words silent letters were omitted, as in "begining," "necesary," "condem," "releas," "mision," "knoledge," etc. Then there occurred the opposite error—the insertion of silent letters—in such words as "amoung," "deffinition," "occassion," "charachter," "proffession," "harmfull," "schould," "comming," etc.

What is responsible for this mysterious lack of the spelling sense? Business men in the East and West complain of it bitterly in big and little cities alike. The young people do not realize that they are poor spellers. Many of them express the wish to have the study of spelling omitted from their self-prescribed courses, only to request the inclusion of the subject later, after they have discovered their limitations. The

spelling sense seems to be a sixth sense. Students with large subjective minds have it, while it seems much less conspicuous in those whose objective minds are decidedly dominant.

There are 43 sounds in the English language, and only 26 signs to represent them. The English alphabet being thus found wanting in the first point necessary to a perfect system of orthography, correct spelling would seem to require a subjective divination, as well as high objective training, coupled with memory. Some people are good spellers from childhood, while others fail pitiably even after graduation from half a dozen colleges. Space will not permit of much more exhaustive treatment of the subject. At this school stress is laid on a certain thousand words that are frequently misspelled; also on many words pronounced alike and spelled differently—common stumbling blocks; and a comprehensive list of business terms are given—all told about four thousand words, and the student who masters these will be far above the average. Recognition is had of the fact that some students get a clearer picture through the eye than through the ear; others a perfect picture through the ear, while the eye serves them but indifferently. Visualization at will of a word, depends upon earlier deep and correct impression, plus memory. The drills must therefore comprehend the training of both eye and ear, definitions, rules of phonology, etc. We get telling results, through the application of painstaking, searching methods which are largely our own.

English Department

Realizing the fact that a mere consideration of the arbitrary rules of grammar will not make correct or even careful speakers or writers, and being aware that our students will not be with us as long as they remain at high schools, normal schools and academies, we know that it is incumbent upon us to make such impressions as shall be the most lasting. This involves the most careful selection of drills and exercises which must **convince the learner** of the unmistakable superiority of correct over incorrect forms of speech, as a means for him to accurately convey his thought. The best method to quicken the observation and discrimination of the student is by contrasting the many commonly used incorrect expressions with corrected expressions, and by placing the finger directly on the fault. This method stimulates interest, wins attention, and cultivates thought and care in the selection of words.

We have a special English class for beginners and foreigners who wish to acquire a knowledge of the language, in order to become able to carry on a conversation. Many who could speak no English whatever when they entered have acquired a useable facility of expression in six months, while others soon became competent to absorb the instruc-

tion in the business department, which they entered later, in order to study bookkeeping and other branches. Students who come to us insist on substantial results in a brief space of time. Opportunities open up for them, in order to measure up to the requirements of which it is needful for them to secure a type of intensive training, which must carry them over much ground in the shortest possible time. Miss J. G. Hulse, who has been a very successful teacher of English in high schools, has charge of the department at both day and evening sessions. All are welcome, no matter how backward in their studies.

Shorthand

Shorthand has proved a magic wand in the hands of thousands of men who today have wealth and influence. Their names, coupled with an account of their early beginnings, would astonish you. It is somewhat mystifying why any strategy of statement should be necessary to convince boys that shorthand is the "Open Sesame" that throws wide the doors of opportunity; the charm that allures success into their hands. The evidence is abundant on every hand.

Max Loeb recently said in The Gregg Writer: "What do our college graduates who are not lawyers, or doctors or engineers, go into after they leave college? The writer, while connected with the University of Wisconsin, compiled a biographical directory of all its living alumni—about 6000 persons. The biographies, which were very brief—giving only the salient points in the subject's career since graduation—showed, as might be expected, a great diversity of occupation. They also disclosed the interesting fact that during the first five or six years after leaving the University, the average alumnus changed occupations, once, twice and often five or six times. Journalism seemed to attract many for a short period, but the charms of the journalistic career were rarely of a lasting nature. Some became clerks in banks and stores. Very few, if my recollection serves me rightly, entered the profession of shorthand; a profession which, in the opinion of Mr. Curtis, pays as well, when mastered, as any, and better than most professions. * * * Let us suppose he (the college graduate) enters the ranks of commercial stenographers upon graduation from college. What better way is there to learn a business than through stenography? Trusted with most valuable business secrets, occupying close and confidential relations with managers and executives, opportunities for advancement in the business inevitably present themselves. The knowledge that many men now prominent in the commercial and political world, such as Cortelyou, ex-Senator Mason, Hitt and many others, began their careers as stenographers, will serve as an inspiration. A knowledge of shorthand will

"If I were fifteen years of age again and wanted to be earning $25,000 a year in some great business by the time I was thirty, I would study to become a stenographer, and get into a manager's office."
—Frederick Irland, Official Reporter, U. S. House of Representatives.

take from the college man that feeling of unpreparedness for the real battles that are to come. It will give him a grip, a hold upon the world of business that will strengthen his resolves and whet the edge of his ambition. He can always, in almost any event, earn a good salary; and if he applies himself diligently to the study, he can with little difficulty become a high-grade stenographer, the kind that business men seek, and having found, are loath to lose, regardless of salary."

Mr. Loeb is himself a striking example of what shorthand will do for its devotees.

At the Astoria Business College is taught the same shorthand that President Wilson's stenographer uses. The hope for a high degree of expertness is a reasonable hope for you to entertain when you enter this school in earnest. There is no limit set here beyond which an ambitious student may not go in the study of shorthand. Accuracy with high speed in shorthand and typewriting, together with dignified composition, correct spelling, punctuation, paragraphing and business "horse sense," are all embraced in the efficient presentation of the course by instructors who are conspicuous among leaders, and whose students have won recognition at the Chicago Headquarters, time and time again.

And even these students did not exhaust their possibilities at this school; in fact, they touched them very lightly. Young people are too anxious for a job in these days; in too big a hurry to go to work, and so do not make the most of their opportunities. A better all around stenographic course than is offered here is not presented anywhere in the country. In fact, none has ever been devised. This truth is dawning upon most of the young people of this section, who are beginning to realize also, that years are not required to make preparation at this school, where there is appreciation of the value of time. The big things coming to Astoria will be here before you know it. It behooves you to speedily make our watchwords yours; namely—**Directness, Efficiency** and **Despatch.**

Typewriting

Typewriting is the natural complement of shorthand. It is so closely related that it necessarily becomes part of the shorthand course. The stenographer who cannot reproduce, in plain typewriter print, and do it quickly and accurately, the employer's dictation, has no place in a business office.

The Astoria Business College strives to make the stenographer an expert in typewriting. Only new machines are used, and these are furnished by the school without additional charge. In many eastern schools students are "turned loose" in the typewriting room, where they acquire, as best they may, such skill as indiscriminate, unsystematic practice may develop. Typewriting requires something besides

"A shorthand writer who can typewrite his notes is safer from poverty than a great Greek scholar."
—Charles Reade.

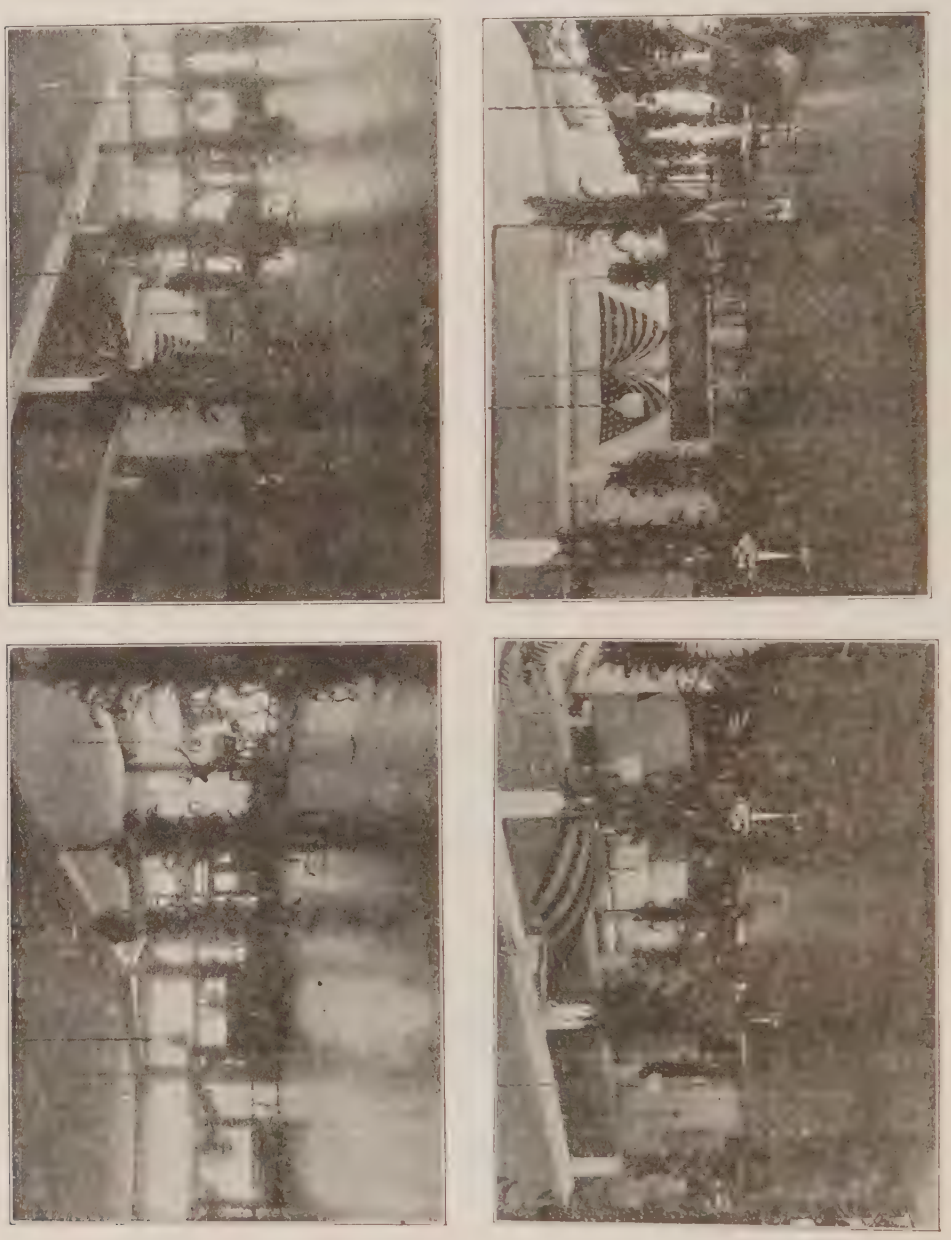
practice. To get the results that distinguish a good operator from a poor one, much careful instruction is needed. There is a right and a wrong way to use the keys, and ninety-nine out of a hundred choose the wrong way if left to themselves. Here every beginner is given a series of lessons and a test follows each lesson. If the student meets the requirements of the test he passes on to the next lesson, but not otherwise. Speed, accuracy and neatness are insisted on from the beginning.

We teach only the "touch system," which means that our students are taught to use the keys without looking at them, keeping their eyes on the notes they are copying.

Advanced students are given valuable practice in the office work of the school and are taught indexing, filing, letter-pressing and other office practice. To increase the student's speed and accuracy he receives dictation at the machine at least once a week.

The "touch" operator is the limited, the "sight" operator the local. Speed between stops will never help the local to keep pace with the express. No wonder that touch operators get better pay—they are worth it.

"I have one particular hobby. My craze is that every young person of either sex should learn at least shorthand and typewriting." —P. T. Barnum.



VIEWS OF COLLEGE HALL DECORATED FOR ANNUAL BALL

"Today, when so many fields are thrown open to women it is the duty of every father and mother to provide a means of self-support for their daughters, as well as their sons, in case by any turn of fortune's wheel the necessity of earning a living should confront them some future day."

—Mrs. Russell Sage.

Student adding checks on the Burrough

Student at Writerpress, the best duplicating machine known

A FEW OF THE MODERN OFFICE APPLIANCES
USED AT THE SCHOOL
All Leading Typewriters in Use

"Tomorrow never comes. Half the battle is in making a beginning. Be a man of action, not a mere promise."

Opportunity

In the history of the world there is not recorded a time when opportunities were so plentiful for young men and women as they are at this hour. There is a terrific demand for efficiency and it is an unsupplied demand. Sufficient unto the day is the job thereof. This would seem to be the limit of reasoning of the average boy and girl. Because the job—however trifling—entails, in this Western country, higher wage than was ever paid for common labor before, and as it suffices for their common wants, many are totally blind to the fact that the higher positions are all the more to be desired in these times. The high wages paid in the West in very ordinary employments, and the general plentifulness of work, are responsible for the very noticeable lack of efficiency. The "enoughness" of returns in puttering jobs is depriving our youth of ambition. It is difficult to get young people to use their brains to lift them out of inconsequential employment; and because it is exceedingly difficult to reason with a full stomach, there is an absence of initiative. If a man can keep his stomach full by exercising one-twentieth part of his abilities, what is the use of worrying the other nineteen parts? The difference between the supposedly able and the so-called incompetent is not so much a difference in gifts as it is a difference in **the use made** of them.

That great opportunities are coming to the young men and women of this section is now a certainty. When President Taft visited California he said, "The greatest achievement of many centuries was the Panama Canal." He advised the coast people to get ready for the world's commerce soon to come to our doors—for the great population coming to our coast, for the tremendous influx of capital that would be attracted here—for the factories and great expansion generally coming in every department of commercial life. This applies with greater force to Astoria, the "City of Destiny," and its 300,000 square miles of tributary territory than to any other section of the Pacific Coast. This means big things, new life and prosperity.

Are you planning to take a hand in the imminent development, which will be upon us before we know it. "Only those who make the ghost walk count; all the rest are merely janitors," says Elbert Hubbard.

A position that you are not qualified for will scarcely be offered to you. If it ever is, you cannot fill it. Do you realize that training **compels success**, and that you must stop right now all your practice of shooting at a mark with blank cartridges?

"The man who is fitted to take care of himself in all the conditions in which he may be placed, is in a very important sense an educated man. The savage who understands the habits of animals, who is a good hunter and fisher, is a man of education, taking into consideration his circumstances. The graduate of a university who can not take care of himself—no matter how much he may have studied—is not an educated man."

—Ingersoll.

General Information

School Year.—The school is in session the entire year, excepting on legal holidays and the week between Christmas and New Year.

When Enrolled.—Students are received any time, and the term begins on the day the student enters. The facilities of the school are such that students receive individual instruction, no matter when they enter.

School Hours.—The regular school hours are from 9 A. M. until 12 M., and from 1:30 P. M. until 4 P. M., on all week days except Saturday. The rooms are open from 8:15 A. M. until 5 P. M., however, and students are permitted to put in the extra hours without further charge.

Time Required.—The time needed depends on previous preparation, diligence and ability of student. No slow student is unnecessarily forced or an apt scholar kept back. The average time is six months for the shorthand course and the same for the business course. The preparatory course varies in length according to the needs of the student. The combination course is one year.

Night School.—The evening school is in session from 7:30 P. M. until 9:30 P. M. on Monday, Wednesday and Friday evenings from September to May.

Monthly Reports.—Regular monthly reports will be sent to parents or guardians when requested.

Sickness.—Time lost on account of sickness, if it amounts to one week or more, will be made up.

Board and Room.—Young people from out of the city will be helped to good boarding places at reasonable rates. We have a number of places in which by doing light work out of school hours, students may earn their board.

Employment Bureau.—Our employment department placed every competent student in business and many who did not finish the course.

Diploma.—The diploma which is given students who pass the examination is an elegant piece of art. Its possession means that the holder has made useable attainment. It is not a mere matter of form. A nominal charge is made for diplomas.

Entrance Examinations are not required. No matter how limited your education, we will start you at the bottom and help you to succeed.

Library and Church Privileges.—Students have free access to our excellent public library. In the church work all the leading denominations are represented, and strangers receive a most cordial welcome. Visiting students will be introduced on request to the pastor of any church they wish to attend.

"I warn every boy or girl to be careful in getting an education not to omit the most practical of all studies—the study of business"
— Hon. F. P. Sargent, former U. S. Commissioner of Immigration.

Something to Think About, A Common Experience

"I wish I could get all the fathers and mothers of this country within the sound of my voice for a few minutes," said a lady caller once upon a time. She continued: "When I finished high school I went to college —no, not a business college, but one of our best institutions of 'higher learning.' When I finished college, then followed my musical education —all according to the old fashioned formula. Now when my hour of responsibility came (which it does to us all sooner or later), I was as helpless as a wax doll. I did manage to get a position as a figure-head in a law office. I could answer the telephone, smile and run errands. Ignorance of business occasioned an agonizing, petty apprenticeship—ten years of humiliation and wounded pride—and I was lucky even then. Why will not parents more generally understand that there is practically nothing in all this wide world that their children will ever do, for which at least a moderate business training is not as necessary as the very air they breathe. Oh, I tell you it was stifling; my education was 'completed' and I could not earn a living."

We rest our case on this testimony. Nothing that we can say would add to the picture.

Ad Omnia Paratus

(Prepared for Everything)

This is the Motto

of

The Astoria Business College

"Capacity never lacks opportunity. The 'good chance' is likely to materialize any time. Be ready to seize it."

A SMALL GROUP OF OUR SUCCESSFUL STUDENTS

Many other young men and women went into profitable employment direct from the school room

Read their Letters on Following Pages

This will certify that I was one of the very first students at the Astoria Business College, and from the time I entered until the school placed me in my present position as stenographer at the Clatsop Mill, I never experienced a dull unpleasant or unprofitable moment. The school atmosphere is all that the most fastidious could desire and I join the host of friends I know the school has and who hope to see it continue its good work in our city.

Sincerely,
ESTHER JEFFERS.

I have only good words for the Astoria Business College. I owe my present situation to the training received at the school in a few months, and to the efforts the Management makes to place its students in positions. If I were asked to pick out a weak spot in the course of study, I should have a lot of trouble in trying to do so. No one will make a mistake by attending our home school.
To whom it may concern:

Sincerely,
MARIE EKOOS.

To Whom It May Concern:
This may certify that I realize that students of the Astoria Business College come in touch with right methods, which, together with a most excellent course of study, have a positive, educational value, supplying students with correct perspective on themselves, as well as equipping them for business life. My experience at the school was pleasant in every way; the intellectual atmosphere was all that a discriminating student could wish, and you shall have my best wishes always.

Sincerely,
ELVA JELDNESS.

To whom it may concern:
In supplying the type of instructors, broad course of study, excellent equipment and comfortable accommodation to be found in the Astoria Business College, the Management of that institution performed a service of positive value to the young people of Astoria. I am pleased to have had opportunity to attend the evening classes.

Yours truly,
MARGARET ROSS,
Stenographer Higgins & Warren.

Mr. A. E. Stossmeister,
Pres. Astoria Business College,
Dear Sir:
It affords me pleasure to state that I have been a student at your school in the bookkeeping department, and have abundant occasion to appreciate the training received. The course of study proved interesting as well as valuable. After a most pleasing school experience, I was given a position as bookkeeper at the Astoria Creamery, which place I expect to resign in order to enter the shorthand department in September.

Yours truly,
JOSIE MICKELSON.

To whom it may concern:
This may certify that after attending a school at Portland, I took a post-graduate course at the Astoria Business College and often wished that I had attended the local school in the first place, because of the careful, personal attention I received. The training given here had unmistakable high educational value, and I found myself rising in the scale of efficiency in a degree I had not thought possible. I could just feel myself growing every day. May this type of educators increase, is the wish of

MARTHA C. BAKKILA,
Public Stenographer Weinhard-Astoria Hotel.

"Business colleges originated in this country as a protest against the insufficiency of our system of education. These business colleges furnish their graduates a better education for practical purposes than Princeton, Harvard or Yale." **—James A. Garfield.**

Mr. A. E. Stossmeister,
Astoria, Ore.

Dear Sir:

I have been a thoroughly pleased student of the Astoria Business College, and wish to thank you for my beautiful diploma and for placing me in my present position as assistant bookkeeper at the Booth Cannery. We students shall ever have pleasant recollections of our College days.

Sincerely,
JOSIE HANSEN,

Miss Hansen has entered the shorthand department evening classes.

I came to the Astoria Business College from Hammond every day and found my school experience so pleasant. I never missed a day except on account of illness. My present position, which the school secured, came as a sequence of the training received and the interest the Management takes in finding places for its graduates. Most of us look back upon our school days with a feeling of regret that they are over.

HATTIE BROWN,
Stenographer Messrs. Wise and Sons.

Astoria, Ore., July 30, 1913.

Miss Grace McClellan,
Astoria Business College.

Dear Madam:

Though I might not have acted it, I consider the six months spent at the Astoria Business College the most profitable of my life. With best wishes I remain

A Grateful Greggite,
WAYNE BISHOP,
Stenographer for Hon. E. C. Judd, County Judge.

Dear Mr. Stossmeister:

I owe my present position as assistant bookkeeper in the offices of Ross, Higgins & Co., to the Astoria Business College. I enjoyed every minute of my school life, and I think it would do any young person good to come in touch with such excellent instructors and such a pleasant, broad course of study. The banks, adding machines, typewriters and everything are the latest and best, and everything is fine at the College.

MAYBELLE JOHNSON.

What Business Men say of our Graduates

Mr. A. E. Stossmeister, Pres.,
Astoria Business College,
Astoria, Ore.

Dear Sir:

In response to your request for a statement for publication concerning the work of Miss Josie Hansen, who entered our employ as assistant bookkeeper, will say that Miss Hansen proves a very satisfactory assistant. She evidently has been taught to be careful, painstaking and conscientious.

A school renders high service to its students when it sends them forth properly equipped for responsible duties.

Respectfully,
BOOTH FISHERIES CO.,
K. BENDSTRUP.

Mr. A. E. Stossmeister, Pres.,
Astoria Business College,
Astoria, Ore.

Dear Sir:

In response to your request for a statement for publication, regarding the work of Mr. W. B. Bishop, who came into my employ as a stenographer, from your school, will say, that his work is entirely satisfactory.

Very respectfully yours,
EDW. C. JUDD, County Judge.

"Whatever occupation you may choose as your life-work, the first step is to secure a practical business education. By all means attend a good business college."
Henry Ward Beecher.

Astoria Business College,
Astoria, Oregon.
Gentlemen:

After trying a number of applicants for a position of assistant bookkeeper in our offices, we secured one of your students—Miss Maybelle Johnson—whose work is entirely satisfactory.

GEORGE H. OHLER,
Head Bookkeeper.
Ross, Higgins & Co.

Astoria, Oregon, August 16, 1913.

Mr. A. E. Stossmeister,
President, Astoria Business College,
Astoria, Oregon.
Dear Sir:

In response to your request for a statement, for publication, concerning the work of Miss Margaret Ross, who entered our employ as a stenographer from your evening classes, will say that we are well pleased, and that we are of opinion that a school which trains young people successfully for positions requiring technical training, and does this during the evening sessions, must necessarily present a thorough, well-planned course of study, and its instructors must be capable, quite out of the ordinary. *Very truly yours,*

HIGGINS & WARREN.

Astoria Business College,
Astoria, Oregon.
Gentlemen:

This is to certify that we have in our employ Miss Josie Mickleson, who was a student of your school until she came here. Her work is entirely satisfactory and was so the first day.

Considering that she was a student and a beginner, we were somewhat surprised by, as well as pleased with her efficiency.

Yours truly,
L. C. F. C. CO.,
By John Oukka.

To Whom It May Concern:

This may certify that Miss Esther Jeffers came into our office as stenographer, direct from the school rooms of the Astoria Business College.

Miss Jeffers entered upon her duties the first day as capably as many experienced stenographers, rendering acceptable service right at the start.

We business men have no time in these days to play schoolmaster in coaching beginners, and it is gratifying to know that Astoria has an institution which turns out students who can do things without being told.

CLATSOP MILL CO.,
By Geo. S. Sardam, Mgr.

Astoria, Oregon, August 1, 1913.

Mr. A. E. Stossmeister:

In response to your request for publication of a statement concerning the work of Miss Marie Ekoos, who has been in my employ as stenographer for some months, will say that the young lady reflects in her work a carefully planned, well conducted course of study. Miss Ekoos holds her place with me because I am well satisfied with her services. *Sincerely,*

C. W. MULLINS.

Astoria, Oregon, August 18, 1913

Mr. A. E. Stossmeister,
Mgr. Astoria Business College,
Astoria, Oregon.
Dear Sir:

You may be interested to learn that Miss Lottie Hess, the young lady you sent to fill a vacancy in our office, has made but one trifling mistake in typewriting from her notes the first one hundred letters dictated.

We regard this not only unusual, but remarkable. Our earlier experience with beginners (and we have tried many—from Portland and elsewhere) would not lead us to hope for this type of efficiency in students.

We are very pleased, indeed, that we have such a school as yours in Astoria.

S. SCHMIDT & CO.

"There is no calling which affords such an opening for young men who are just starting out in life as that of stenography. The demand for stenographers is so great in the government departments that it seems impossible to supply it."

—E. V. Murphy, Official Reporter, U. S. Senate.

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A great variety of subjects are covered in a season and the students receive helpful coaching until they are launched into confidence.

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IT IS NOT TOO LATE!

What did you do last winter to help you get a start?

Do not continue to be sorry you did not improve your chances —*you have a chance now*—a good chance.

There is absolutely no reason why you cannot get ready for a better position.

DO NOT WASTE THE WINTER DOING NOTHING!

The same teachers engaged during day sessions, will give you *individual* instructions in the night school. Private help in English, Arithmetic, Penmanship, Spelling, Business Papers, Bookkeeping, Shorthand, Typewriting and all other branches mentioned in this catalogue.

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"Get busy in a business college, where everybody is busy." —Elbert Hubbard.

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List of Students

Ackerman, Esther....Astoria, Ore.
Anderson, Ida....Astoria, Ore.
Abrahamson, Arne....Astoria, Ore.
Anderson, Arthur....Astoria, Ore.
Anderson, Nellie....Hammond, Ore.
Andrich, Tim....Astoria, Ore.
Bakkila, Martha C....Deep River, Wash.
Barth, Rudolph....Astoria, Ore.
Bernhoff, Alex....Astoria, Ore.
Bishop, Wayne B....Astoria, Ore.
Blake, Harry....Astoria, Ore.
Bergman, Arthur C. G....Astoria, Ore.
Bergman, Annie....Astoria, Ore.
Brach, Fred....Astoria, Ore.
Brandt, Otto....Astoria, Ore.
Brown, Hattie....Hammond, Ore.
Burlingame, Enos....Astoria, Ore.
Carlson, Matilda....Lewis & Clark
Coren, John....Aberdeen, Wash.
Cross, I. A....Astoria, Ore.
Chigris, P....Astoria, Ore.
Cummings, Lloyd....Knappa, Ore.
Duncan, Urban....Astoria, Ore.
Ekoos, Hannah H....Astoria, Ore.
Eatock, Viola....Astoria, Ore.
Ekoos, Marie....Astoria, Ore.
Foster, F. C....Astoria, Ore.
Fagerstrom, Olaf....Astoria, Ore.
Glaser, Mayme....Astoria, Ore.
Green, Leland....Astoria, Ore.
Grimberg, E. J....Astoria, Ore.
Gunall, Esther....Astoria, Ore.
Gwynne, Viola....Astoria, Ore.
Gramms, Theresa....Astoria, Ore.
Hall, Lawri....Astoria, Ore.
Hanson, Josie....Lewis & Clark
Orr, Rebecca....Livingston, Mont.
Horrel, Ethel....Astoria, Ore.
Hermann, Jens....Astoria, Ore.
Harju, J. A....Astoria, Ore.
Holbrook, Mrs. C. L....Astoria, Ore.
Haggblom, Hulda....Astoria, Ore.
Henderson, Mrs. L. J....Astoria, Ore.
Hansen, P. J....Astoria, Ore.
Hart, Elizabeth....Astoria, Ore.
Hess, Lottie....Lewis & Clark
Hess, Lorinne....Lewis & Clark
Hall, Celia....Astoria, Ore.
Herman, Victor....Astoria, Ore.
Johnson, Ruth....Chinook, Wash.
Jeffers, Esther....Astoria, Ore.
Johnson, Mabel....Astoria, Ore.
Jelaness, Henry....Astoria, Ore.
Jelaness, Elva....Astoria, Ore.
Iverson, Flora....Astoria, Ore.
Johnson, Charles M....Astoria, Ore.
Johnson, Peter....Astoria, Ore.
Johnson, Albert....Astoria, Ore.
Johnson, A. J....Astoria, Ore.
Johnson, Orlean C....Astoria, Ore.
Kee, Brown....Astoria, Ore.
Knobloch, Karl....Astoria, Ore.
Kawa, H. S....Astoria, Ore.
Kontas, Jacob....Astoria, Ore.
Langford, Mrs. Emma....Astoria, Ore.
Lindsey, H. B....Astoria, Ore.
Larson, J. M....Astoria, Ore.
Laito, Oscar....Astoria, Ore.
Lawson, J. D....Astoria, Ore.
Laws, Miss Margaret....Astoria, Ore.
Lonberg, Albert....Astoria, Ore.
Leahy, Eulalia....Astoria, Ore.
Lester, Mrs. M....Astoria, Ore.
Lovvold, Hans....Astoria, Ore.
Lovvold, Mrs. H....Astoria, Ore.
McKinnon, Mayme....Cathlamet, Wash.
Mori, Tom....Astoria, Ore.
Mudd, Edna....Hammond, Ore.
Michelson, Josephine....Quincy, Ore.
Malagamba, Charles....Astoria, Ore.
Moeller, William....Astoria, Ore.
Miller, Florence....Astoria, Ore.
Matilla, Esther....Astoria, Ore.
Mattson, Esther....Astoria, Ore.
Nelson, Jennie R....Astoria, Ore.
Nelson, Sophie....Astoria, Ore.
Nyblom, Harold....Astoria, Ore.
Ness, Louis....Astoria, Ore.
Niemela, Hattie....Olney, Ore.
Nass, Mrs. Sam....Astoria, Ore.
Niemi, Mary....Astoria, Ore.
Olson, Elsie....Astoria, Ore.
Onkka, Lillie H....Astoria, Ore.
Olson, Anton....Astoria, Ore.
Olson, Arthur....Astoria, Ore.
O'Brien, Timothy....Astoria, Ore.
Parpala, Tynnie....Nasal, Wash.
Paulsen, Ferdinand....Astoria, Ore.
Paldanius, Julia....Astoria, Ore.
Parker, Wilder....Astoria, Ore.
Pice, Oscar....Astoria, Ore.
Parpala, Hilja....Astoria, Ore.
Pederson, M. W....Astoria, Ore.
Palo, Anton....Astoria, Ore.
Palo, Lillian....Astoria, Ore.
Reith, W. O....Lewis & Clark
Rowan, Hazel....Astoria, Ore.
Reed, William E....Astoria, Ore.
Roberts, Earl....Astoria, Ore.
Ross, Margaret....Astoria, Ore.
Scheumann, Arye....Astoria, Ore.
Schimelphennig, Elise....Astoria, Ore.
Schimelphennig, Gertrude....Astoria, Ore.
Sandvick, Arthur....Astoria, Ore.
Saddock, George....Astoria, Ore.
Stillwell, T. G....Astoria, Ore.
Sneugar, Elizabeth....Astoria, Ore.
Swenson, Oscar....Astoria, Ore.
Swenson, Babe....Astoria, Ore.
Stolpe, Margit....Astoria, Ore.
Salisbury, R. N....Astoria, Ore.
Schwartz, Otto....Astoria, Ore.
Syvanen, Mrs. Ida....Astoria, Ore.
Schulz, F. A....Astoria, Ore.
Schulz, Mrs. F. A....Astoria, Ore.
Sabo, Mabel....Astoria, Ore.
Staples, Harvey....Astoria, Ore.
Sulo, Eddie....Astoria, Ore.
Salvon, Jennie....Astoria, Ore.
Sorkki, Richard....Astoria, Ore.
Tomberg, Arvo....Astoria, Ore.
Tuite, J. M....Astoria, Ore.
Tanzer, Joe....Astoria, Ore.
Vezzoni, August....Astoria, Ore.
Vernon, Mrs. Nellie....Astoria, Ore.
Warra, Alma....Astoria, Ore.
Weisback, William....Astoria, Ore.
Wick, Harold....Astoria, Ore.
Westman, Jack A....Astoria, Ore.
Wallin, Harry....Astoria, Ore.
Wilson, Herbert....Astoria, Ore.
Yamamoti, George S....Astoria, Ore.

"In these days business is difficult. The young man who starts in at this time will stand but little chance without a business training. The mercantile profession must be studied just the same as medicine or law, and too much praise cannot be given these training schools."
—John Wanamaker.